National Congress Bulletin

NOVEMBER 1949 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 17, NO. 3

Dear Friends: . . . . . .

WE have crossed a new frontier! Not with covered wagons and oxcarts nor yet with iceboats and airplanes, but in making the first payment for a plot of ground in Chicago upon which to build our national headquarters—a "home of its own" for the Congress.

It was a great day for all of us when the delegates at the annual convention in St. Louis last May voted to undertake this significant step. It was a day of rejoicing for our retiring president, Mrs. Hughes, and for members of the headquarters committee. For on that day representatives from every state in this great land voiced confidence in our ability to supply funds for a home worthy of the ideals of our Founders and of our plans for the future. Modern in line and design, modest but dignified and adequate for many years, the new headquarters will stand as a living memorial to the millions of Americans who have given service to childhood far above the call of duty. It will stand as a symbol of America's determination to provide for every child equal opportunity to grow to his fullest stature, physically, mentally, socially, and spiritually.

Preliminary estimates indicate that a three-story, two-wing building equipped with modern facilities on a completely desirable plot in Chicago's "near north side" will cost approximately $750,000. This will require a gift from every member enrolled in a Congress P.T.A. Is it worth a personal gift from each of you, to help erect *the first building in America* dedicated wholly to the well-being of all children? Will you set for yourselves a quota and begin now? We build only as we build together.

White House Conference

In September I attended a meeting of the Midcentury White House Conference planning committee, called by the President of the United States. The fifty-three people who make up that committee are working with earnest purposefulness to set up the objectives and the structure of the Conference, which will be held in December 1950.

In its statement of emphasis we are heartened to find that the objectives of the Conference are almost identical with the current program of the National Congress of Parents and Teachers. "The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practices, and the dignity and worth of every individual. Accordingly the purpose of the Conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship."

On October 22 I met with other members of the Executive Committee for the Conference to study ways in which preliminary plans might become effective in developing the over-all purpose. It was our task also to select such committees as are considered necessary now to carry out the plans for maximum participation from every state and territory in the United States.

Your president was assigned a place on the Advisory Council on State and Local Action. It adds immeasurably to her confidence to know that many state presidents and other state congress officers are now serving on the state committees for the White House Conference. One state congress, Georgia, is entirely responsible for the work of the committee within that state. As leaders in your parent-teacher associations you too may be asked to assist with surveys in your community in order to determine what services and facilities are available for

(Continued on page 2)

Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, and Mrs. Edgar F. Dixon, secretary, hold in their hands the official papers and check for an option on the lot where the permanent headquarters of the National Congress will be built.

NATIONAL CONVENTION DATES

May 22, 23, 24, 1950

Long Beach, California
Headquarters, Hotel Wilton

(Continued from page 1)

children and youth—and what special needs may exist. We hope you may find joy in helping to secure this pertinent information.

Our New Members

Our 1949 membership enrollment month is history, but the problem of enlisting the cooperation of all parents of all school children as members of a P.T.A. is still with us. There are thirty million children in school today. All their parents can find interest and enrichment in parent-teacher membership.

But let us turn our attention also to integrating the new members we now have. First, how shall we make it possible for every member to become a participating member? How shall we find out the interests and special talents of these new members and utilize them? I hope you will devise ways to inform your members about the basic Objects of the parent-teacher movement and ways in which each Object applies to our theme, "The Citizen Child: His Destiny, a Free World." Do you think it would be profitable to read in unison the Objects of the Congress at P.T.A. meetings several times a year?

A Time for Thankfulness

This is a season in which we find ourselves expressing gratitude for the bounteousness of our great land. Perhaps as a parent-teacher leader you may wish to suggest that our members try to express gratitude for the privileges of living in America by making the acquaintance of one or more people *outside* their habitual circle of acquaintances and friends, possibly a person of another race or nationality, or just a lonely stranger. It may bring personal pleasure and it may convey to that new acquaintance a different ideal of community citizenship.

Perhaps too the relatives and friends at the Thanksgiving board may make room for an extra plate for a stranger. Then it will indeed be a happy Thanksgiving.

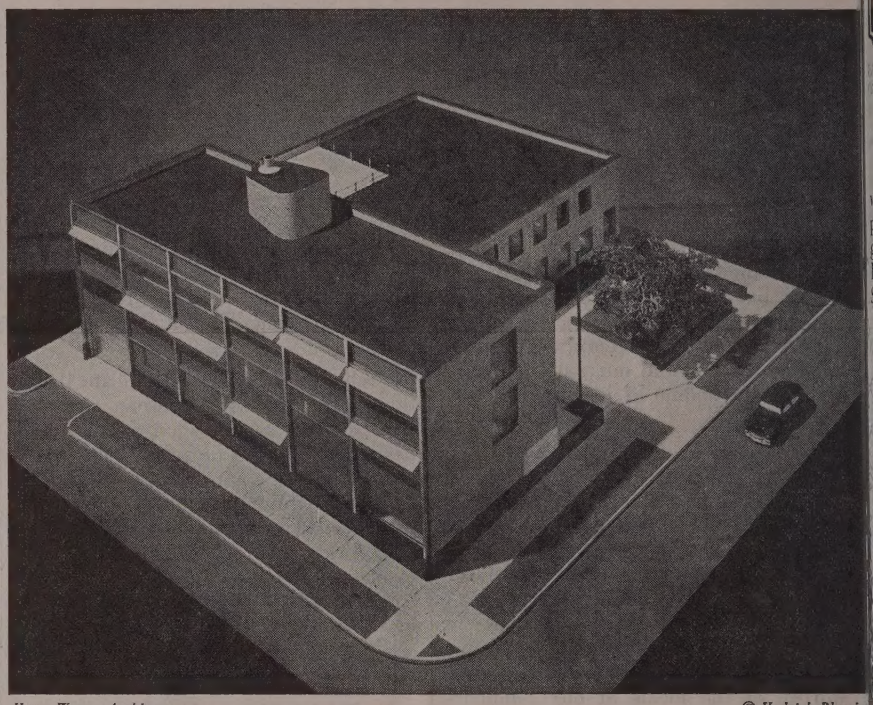
Faithfully yours,

Anne S. Hayes

President
National Congress of Parents and Teachers

Give National Parent-Teacher: The P.T.A. Magazine for Christmas!

Proposed NATIONAL P.T.A. HEADQUARTERS



Harry Weese, Architect © Hedrich-Blessing

Miniature model of the architect's design for the new headquarters of the National Congress of Parents and Teachers, the organization known locally as the P.T.A.

KEEP YOUR HOLIDAY SEASON SAFE

● Place the Christmas tree in a container of water or wet sand.

Be sure the tree wiring is in safe condition.

Don't hang metal foil "icicles" or metallic tinsel over the wires or tree lights.

Use flake asbestos or powdered mica for snow effects instead of paper and cotton.

Turn off the lights on the tree when the family goes out.

Dispose of wrappings as soon as the gifts have been opened.

Don't smoke near the Christmas tree.

Remove the tree from the house before it dries and becomes a fire menace.

Don't use candles near evergreen boughs or other flammable materials.

Have an extinguisher or bucket of water handy in case a fire should be started.

In buying toys, remember that rough, splintery wood, sharp corners, nails, and bits of wire are all safety hazards.

Be sure that nonpoisonous paint has been used on the playthings you select.

Avoid purchasing toys that have easily removable small parts which little children might swallow, such as the eyes of a doll.

And don't overdo the holiday parties because tired and worn-out folks are more likely to have accidents.

● DON'T LET AN ACCIDENT SPOIL YOUR CHRISTMAS.

—*National Safety Council*

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

Understanding Routs Prejudice

Parents are learning how to keep up with their children in understanding people of other national and racial origins through a Committee on Human Relations, sponsored by the Gregory School P.T.A. in Chicago, Illinois.

At this school only 5 per cent of the pupils come from families that have been American for several generations. While the elementary grade teachers had been striving to develop good intergroup relations among their students, they found their work was often undone by the prejudiced attitudes encountered at home. The Committee on Human Relations was formed to help parents understand the school's program and point of view.

Georgia Is Undaunted

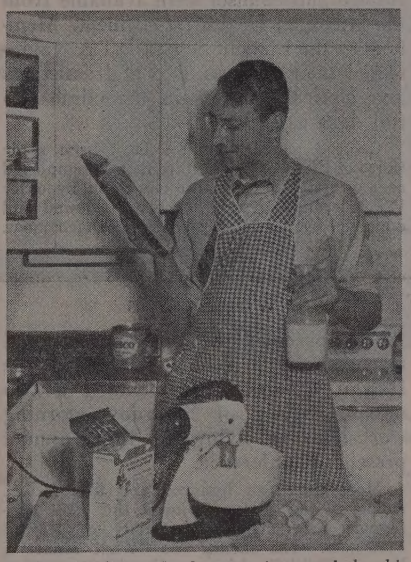
Rejection of a tax program that would raise funds for improving educational facilities in Georgia was a keen disappointment for many parents, teachers, and students.

At Lakeview High School the lad who raises the state flag each day was so upset he let it fly at half-staff purposely the morning after the election. When questioned by the school principal about his action, he replied:

"Yesterday we had the vote and the vote failed; with that failure the state of Georgia dies. That's the way I see it."

The Georgia Congress of Parents and Teachers takes no such dim view however. It does not consider this cause lost by any means. It is ready to work harder in the future for passage of tax laws that will produce revenue for implementing a Minimum Foundation Program of Education. Operation of schools under such a program was approved by the Georgia general assembly of 1949 at the request of the Georgia Congress and the Georgia Education Association.

The Minimum Foundation Program of Education provides for every child in the state (1) a competent teacher, (2) a well-designed and well-equipped classroom, (3) safe transportation if he lives beyond reasonable walking distance from school, and (4) an adequate supply of textbooks and other learning aids.



Harold Carmichael preparing to bake his prize-winning Fathers' Night cake.

Business with Pleasure

The Fathers' Night meeting of the Dana P.T.A., in Rutland, Vermont, was an unusually lively affair attended by over a hundred persons.

The program was planned and carried out entirely by fathers. It included a mock radio presentation of a "Queen for a Day" contest whose male contestants received votes by popular applause, and a cake-baking competition in which eighteen fathers entered their own culinary masterpieces.

Robert T. Stafford was chosen Queen for a Day, and he received several gifts and the promise of a trip to Chippenhook with all expenses paid. Harold Carmichael and William Beck tied for first place in the cake-baking contest, which was judged by Catherine Gaynor, Dana school principal; Warren Arthur, school janitor; and Mrs. Dorothy Bruce.

When the above story was first published in the *Bulletin*, it was incorrectly credited to Cranston, Rhode Island. The Dana P.T.A. is in Rutland, Vermont, and we are happy to reprint the information and to place Mr. Stafford and his co-workers in their proper locale.

Have you included *Where Children Come First* in your budget for books for your school, home, or library? The price is $3 a copy.

A Melodious Excursion

The Richard Wallace P.T.A. in Thetford Center, Vermont, provided a musical treat for upper grade children this year. When the Baltimore Symphony Orchestra scheduled a concert at Dartmouth College in near-by Hanover, New Hampshire, this P.T.A. group bought and paid for the concert tickets, secured the school bus for transportation, and arranged for chaperons. Before the concert the students enjoyed a tour of the college's large library and natural history museum.

Library on Wheels

When the commissioners of Montgomery County, Pennsylvania, agreed to buy and maintain a bookmobile for carrying books to outlying sections where library facilities were lacking or were inadequate, P.T.A. members quickly offered their services as volunteer librarians to take charge of the collection. As a result pupils at ten schools throughout the county can now read a greater variety of books. These schools are Green Lane, Harleysville, Horsham, Jarrettown, Montgomeryville, New Hanover, Perkiomenville, Prospectville, Salford, and Skippack.

Good Programs Go Over

An initial series of thirteen Saturday morning radio broadcasts presented this spring by the New Mexico Congress of Parents and Teachers over Station KOB, Albuquerque, was so enthusiastically received that a new group of programs is being planned, and this group will be transcribed for rebroadcast to small rural communities.

NATIONAL CONGRESS BULLETIN

Volume 17 NOVEMBER 1949 Number 3

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

EDITORIAL STAFF

Editor-in-chief: Mrs. Eva H. Grant; *assistant editor:* Mary Elinore Smith

Editorial assistants: Florence M. Cromien, Mrs. Dorothy Middleton

Managing editor: Mary A. Ferre; *assistant on production:* Mrs. Elizabeth Hall

WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING

Halloween Night Is P.T.A. Fun Night

Children in Auburn, Alabama, don't have time to think about being mischievous on Halloween. They're too busy having a good time with their parents and teachers at the annual P.T.A. Halloween carnival.

Last year more than three thousand grownups and pupils attended the afternoon and evening of fun. Among the highlights were plenty of food, a baby show, "womanless wedding," movies, wrestling exhibitions, as well as merry-go-round, ferris wheel, and pony rides. Other features were collections of foreign articles, stamps, dolls, model airplanes, and electric trains.

Proceeds amounting to $1,300 were used for equipment needed in the grammar and high schools.

* * *

At another carnival this year held at the Jefferson School in Racine, Wisconsin, the P.T.A. and students raised money to buy equipment and a large number of books for a new library room.

A Well-merited Honor

The Riverside Elementary P.T.A. in Miami, Florida, has presented to the school's principal, Mrs. Elsie Delaney, an honorary life membership in the National Congress of Parents and Teachers as a token of appreciation for her deep personal interest in students and their problems. Mrs. Delaney has been active in P.T.A. work since 1921. She is a member of the state board and this year served as exceptional child chairman. In this capacity she represented Florida at the International Conference on Exceptional Children, held at San Francisco in March.

A Cooperative Dental Care Project

There'll be fewer trips to the dentist in store for students in the elementary schools in Wayne, Michigan, as they grow up. A clinic has been established there to provide children with a series of sodium fluoride tooth treatments free of charge. These treatments are said to reduce the incidence of new decay by as much as 40 to 50 per cent.

Setting up this clinic at the Lincoln School was a cooperative project. The Wayne Kiwanis Club gave $1,000 to pay for necessary portable equipment and fees for local dentists on an hourly basis. Advice and counsel were available from the Michigan Health Department. Members of the Lincoln School P.T.A. volunteered their services as dental assistants and clerical workers in the clinic two full days a week.

Colored moving pictures have been made showing this work. The film may be employed as a visual aid in health education by other P.T.A. groups after it has been reviewed and endorsed by the Michigan Health Department.

Hawaii's Preschool Workshops

At the request of many parents and teachers the preschool section of the Hawaii Congress has planned a two months' series of Saturday morning workshops to follow its third annual preschool conference.

More than five hundred and fifty P.T.A. members and guests enjoyed the 1949 conference held at the University of Hawaii Preschool. The theme was "What Makes a Happy Child?" After an inspiring opening address by Dr. Catherine Landreth, director of the nursery school, Institute of Child Welfare, University of California, those in attendance were invited to visit classrooms where newest teaching materials and equipment were demonstrated.

The meeting concluded with group discussions of child care and training problems, including physical and mental health, mental or emotional security, discipline, and parental behavior.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Executive Committee

President, Mrs. John E. Hayes, Idaho
First Vice-president, Mrs. Newton P. Leonard, Rhode Island
Second Vice-president, Dr. Herold C. Hunt, Illinois
Secretary, Mrs. Edgar F. Dixon, Arkansas
Treasurer, Dr. Ralph H. Ojemann, Iowa

Vice-presidents from Regions:
Mrs. C. C. Clark, Mississippi
Mrs. J. J. Garland, California
Mrs. Clifford N. Jenkins, New York
Mrs. Howard J. Maughan, Idaho
Mrs. A. J. Nicely, Pennsylvania
Mrs. Robert F. Shank, Indiana
Mrs. Charles A. Snyder, Nebraska
Mr. Knox Walker, Georgia

Members-at-large:
Mrs. J. W. Heylmun, Illinois
Mrs. James Fitts Hill, Alabama
Mrs. Robert B. Rowe, New York

• MEMBERSHIP OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS IS NOW 5,774,358

Membership by States

Alabama	133,243
Arizona	35,580
Arkansas	87,734
California	761,486
Colorado	91,901
Connecticut	66,578
Delaware	13,936
District of Columbia	27,076
Florida	149,714
Georgia	119,295
Hawaii	39,544
Idaho	29,745
Illinois	356,775
Indiana	157,971
Iowa	85,218
Kansas	97,917
Kentucky	104,938
Louisiana	52,799
Maine	19,639
Maryland	54,348
Massachusetts	75,296
Michigan	187,775
Minnesota	128,130
Mississippi	50,883
Missouri	163,963
Montana	19,759
Nebraska	44,022
Nevada	6,052
New Hampshire	13,745
New Jersey	216,784
New Mexico	15,805
New York	222,466
North Carolina	189,192
North Dakota	24,413
Ohio	388,899
Oklahoma	99,601
Oregon	82,623
Pennsylvania	275,411
Rhode Island	26,908
South Carolina	34,663
South Dakota	22,871
Tennessee	190,202
Texas	324,383
Utah	62,981
Vermont	18,003
Virginia	108,181
Washington	130,676
West Virginia	83,790
Wisconsin	70,753
Wyoming	7,836
Unorganized Territory	2,855
Total	5,774,358

Let's Make It 6,000,000 by April 15, 1950!

The Citizen Child—

HIS DESTINY, A FREE WORLD

A Message from the Steering Committee

THE steering committee of the National Congress of Parents and Teachers has outlined a plan of action to help parent-teacher members reach the goals embodied in the administration theme, "The Citizen Child: His Destiny, a Free World." This plan, here presented, draws attention to activities and projects that may be undertaken by parent-teacher associations wherever they exist.

Every member can make a definite contribution to the success of the plan. It will challenge the participation of nonmembers as well, since it is concerned with the building of a better world for all children.

Examine the outline carefully. Select the things you feel should be done immediately. Set aside for study the projects and activities you may wish to undertake later on. Watch future issues of the *Bulletin* and the *National Parent-Teacher* for additional information and suggestions. Each association should keep a record of what it accomplishes so that a year from now we can begin to evaluate our progress and announce the first year's results.

We know that as you analyze this plan you will realize its tremendous implications and will do all in your power to make it *your* blueprint for service to children.

MRS. NEWTON P. LEONARD, *Chairman*
National Steering Committee

Committee members:

Mrs. L. E. Burr
Mrs. Gertrude E. Flyte
Joseph K. Folsom
Mrs. J. W. Heylmun
Herold C. Hunt
Ralph H. Ojemann
Esther E. Prevey
Mrs. Robert B. Rowe
Mrs. Dale Thomas

A PLAN OF ACTION FOR P.T.A.'S

Preamble

MANKIND stands at the threshold of a better world, or else a world in ruins. Realizing this, we, the members of the National Congress of Parents and Teachers, will work toward a great purpose—that our children and all children shall be citizens of a free and a better world. To achieve this goal we will:

1. Restate the concept of citizenship in terms of integration—integration of the child in the family, the family in the community, and the community in the world—to the end that desirable qualities developed in a good home and a good school can carry over into community life and thus permeate society everywhere.
2. Use the permanent platform of the National Congress as our guide for developing stronger and clearer definitions of citizenship responsibility.
3. Learn how to improve our own citizenship in order that we may discover ways to make citizenship itself more meaningful to people of all lands as well as to the citizens of our own country.
4. Give the citizen child an opportunity to take part in civic and educational activities that will deepen his love of democracy and his respect for the integrity of the individual.
5. Study all instruments and agencies that have as their objective the maintenance of freedom and peace in the world, especially the United Nations and UNESCO.
6. Utilize as fully as possible the experience and knowledge of experts and authorities in world affairs.

• In all our planning we shall bear in mind our individual responsibility, as well as our parent-teacher obligations, to the citizen child. We shall respect his desire for freedom to grow in spirit, mind, and body. We shall share in his work and in his play. We shall regard the child as a citizen giving consideration to his opinions, his dreams, and his vague planning for his fellows. We shall give him the assurance of adult fellowship, love, and understanding.

We call on our entire membership—now nearly 6,000,000 strong—to undertake this great program of service to the citizen child in order that he may achieve his rightful destiny in a free and peaceful world.

(Continued on page 6)

(Continued from page 5)

DESIGN FOR PROGRESS

• In planning to promote activities that will develop our theme "The Citizen Child: His Destiny, a Free World," we are mindful of the fact that many of our state, district, council, and local groups are already at work on programs that are very definitely related to it. Where such programs are now under way, they should be intensified, and those responsible for them should examine all current plans and suggestions to make sure that no new ideas or emphases are overlooked.

Where no such programs are being carried on, look to the state congress for help in using state channels and personnel to inaugurate projects in parent and family life education, citizenship, world understanding, and other areas related to the theme. State chairmen will be invaluable aides, and they will receive information and assistance from their respective national chairmen. In many congresses the state executive committee will direct the program; in others, a state steering committee may be appointed to work out plans in cooperation with the state executive committee.

The entire program will be kept flexible so that local associations will be able to develop projects based on immediate local needs. At the same time they will all have an opportunity to participate in fulfilling the great purpose to which we are dedicated—a better world, a world of freedom for all children.

The watchwords of our program will be:

Prepare	**Study**
Initiate	**Discuss**
Observe	**Cooperate**

Act

• To provide a practical working outline, we have listed various suggestions for carrying out the theme under headings with which parent-teacher groups are already familiar: the home, the school, the church, the community, and the wider world community.

Suggested P.T.A. activities directly related to the home

1. Arrange for talks, lectures, and forums at regular monthly P.T.A. meetings.
2. Use films in the fields of parent education, citizenship, home and family life, international affairs, and so on.
3. Form study and discussion groups that will attract not only parent-teacher members but nonmembers as well, especially the parents of preschool children.

Suggested P.T.A. activities directly related to the school

1. Study and support measures, including appropriations of funds, that will enable our schools to do a still better job of citizenship education.
2. Encourage high respect for the teaching profession, especially in young children, so that from an early age they will look upon education as an essential part of their democratic heritage.
3. Participate in school events, activities, and observances that are designed to bring all members of the community together, thus helping to build a spirit of democratic fellowship.

Suggested P.T.A. activities directly related to the church

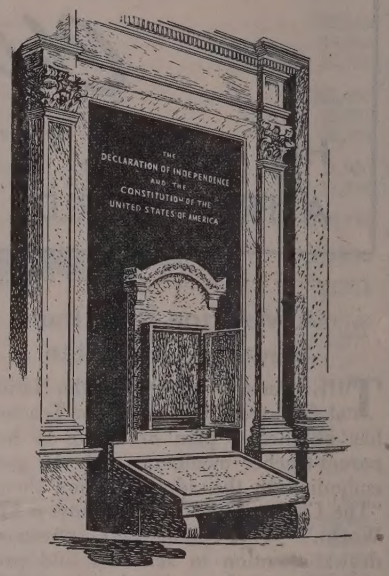
1. Work to create in children and adults a sincere respect for all faiths represented in the community, and cooperate in community-wide religious meetings.
2. Participate in local religious festivals that have universal appeal and in such world-wide observances as Brotherhood Week and Good Will Day—occasions set aside to stress the spiritual advancement of all peoples.
3. Promote family participation in church affairs, and emphasize the need for children to be given solid spiritual training.

Suggested P.T.A. activities directly related to the community

1. Create opportunities for persons in the community to know one another better.
2. Find out if illiteracy exists in the community, and take steps to help eliminate it.
3. Plan measures to encourage a greater and more intelligent exercise of the franchise, so that citizens will realize that going to the polls is not only a democratic privilege but an obligation.

Suggested P.T.A. activities directly related to the wider world community

1. Study the great historical instruments of citizenship and democracy, such as the Declaration of Independence, the Bill of Rights, and the United Nations Universal Declaration of Human Rights.
2. Support the United Nations and UNESCO as the greatest agencies for assuring world-wide peace, security, and progress.
3. Create discussion groups to study the United Nations and UNESCO and other agencies for peace.



• The following are possibilities for specific projects that will emphasize the administration theme:

Specific projects in the area of the home

1. Form study and discussion groups for the parents of preschool, school-age, and adolescent children. Use the study course articles and outlines published each year in *National Parent-Teacher: The P.T.A. Magazine*, supplemented by appropriate materials in state bulletins and other state and national publications.
2. At regular P.T.A. meetings arrange panel or discussion programs that will help members to understand home and family problems. For example, the following questions might be discussed by parents, teachers, and young adults.

   • *How can we share family work, play, and planning with our children?*

   • *How can the members of a family learn to understand each other's differences and points of view?*

   • *How can we encourage children to respect peoples of other races, faiths, and nationalities?*

• *What can parents do to give teachers a better understanding of everyday problems that arise in the home?*

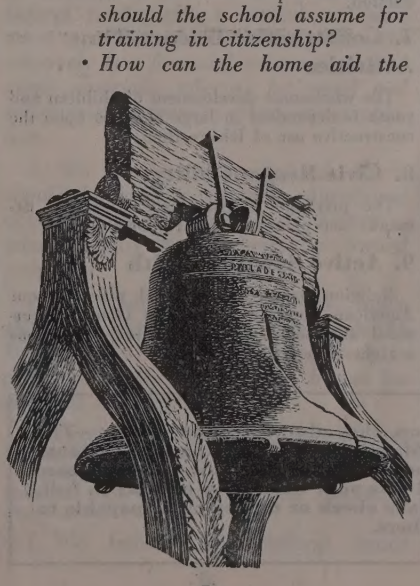
• *How can we guide family conversation into the realm of human relations, the community, the world, and similar concerns?*

3. Appoint a committee to get in touch with new arrivals in the community in any or all of the following ways:
   a. Send them a card of welcome from the P.T.A.
   b. Invite them, by telephone or personal call, to a regular P.T.A. meeting, a study group, or a social affair.
   c. When a new citizen is born, recognize his importance by greeting his parents, and if possible give them a subscription to *National Parent-Teacher: The P.T.A. Magazine.*
4. Form a preschool section of the P.T.A. and then canvass the parents of all preschool children in the entire community to let them know that the P.T.A. is interested and that it can help them.
5. Make plans for including young adults in the work of the parent-teacher action by:
   a. Asking them to help set up the P.T.A. program for the year.
   b. Giving them a place on panels and other forms of group discussion.
   c. Inviting them to meetings at which citizenship, home and family life, human relations, and the like are discussed by experts.
6. Develop classes in adult education, including special classes at convenient hours for foreign-born Americans who are eager to learn the language of their adopted country. Many parent-teacher members who are former teachers could volunteer to lead such classes.
7. Call attention to radio and television programs—local, state, and national—that are concerned with citizenship and world understanding as well as with parent and family life education.
8. Appoint a chairman of citizenship and a chairman of international relations if these committees are lacking.

(In very small associations the duties of these chairmen may be assigned to a member of the executive committee.)

Specific projects in the area of the school

1. Encourage the use of the school plant for such purposes as:
   a. Neighborhood family parties.
   b. Adult education classes, especially courses on citizenship and similar subjects.
   c. A recreation center for youth.
2. Invite the school principal or a teacher to tell P.T.A. members about:
   a. Current methods of teaching citizenship and world understanding.
   b. Trips to other countries (by teachers who have traveled abroad recently) and what these countries are doing to develop world good will.
   c. The school's plan for expanding its program of citizenship training.
3. Plan a community-wide Get-Acquainted-with-Teachers Night, and invite everybody to come. Publicize the occasion in the newspapers, on bulletin boards, over the air, and in whatever other ways are available locally.
4. Urge teachers to exercise their privilege of citizenship by voting and taking part in civic affairs.
5. Arrange P.T.A. programs or form study groups in which these and other important problems are discussed:
   • *How can parent-teacher members keep well informed about the citizenship program of the school?*
   • *How much responsibility should the school assume for training in citizenship?*
   • *How can the home aid the school in developing good citizens?*
   • *Can the P.T.A. help the school to utilize more fully the experiences and contributions of displaced persons, exchange teachers, merchants engaged in foreign trade, and outstanding men and women from other countries who may be visiting or lecturing in the vicinity?*
   • *What constitutes democratic procedure in the administration of our schools?*



Specific projects in the area of the community

1. Appoint a special committee to consult with juvenile court judges, local government officials, social service agencies, church groups, and the like to find out what influences in the community are detrimental to the development of good citizenship among children and young adults. Discuss the report of this committee fully at a P.T.A. meeting, and work out a plan of action providing parent-teacher leadership to remedy these conditions.
2. Study the effects of poor and insufficient housing on the child's pride in his democratic citizenship.
3. Make a survey of the community groups (churches, service clubs, youth-serving organizations, and so on) that have citizenship programs. Invite leaders of these groups to tell the P.T.A. what their programs have accomplished and what still remains to be done. The P.T.A. may be able to cooperate with them, or it may discover things to do that no group has yet undertaken.
4. Discuss these questions in a study group or at a parent-teacher meeting:
   • *How can the P.T.A. help to strengthen citizenship by working with character-building agencies in the community?*
   • *What local ordinances have a direct bearing on the welfare of the child as a citizen of the community?*
   • *What pending national legislation for the care, protection, and education of children will, if enacted, be of immediate benefit to the children of our community?*
   • *What may the schools reasonably expect parents to contribute to the program of citizenship education?*

(Continued on page 8)

Specific projects in the area of the wider world community

1. Set aside some time at several P.T.A. meetings for reviews of recent books dealing with world affairs.
2. Make plans to undertake one or more phases of the international education project being sponsored by the National Congress of Parents and Teachers: (a) packages to teachers in war-devastated areas and (b) books for libraries, medical centers, and scientific institutions in Europe and Asia.
3. Explore the possibilities of helping exchange teachers now in our country to take part in parent-teacher meetings if they are within accessible distance of your town.
4. Encourage correspondence between American school children and school children in other countries.
5. Conduct one or more forums on foreign affairs and invite the public to hear addresses on subjects such as these:

   • *What progress in maternity care has been made in* (name of country)?

   • *In what ways has America helped to improve the mental and physical health of children in other parts of the world?*

   • *What sections of the United Nations Declaration of Human Rights have a direct bearing on the theme of the National Congress—"The Citizen Child: His Destiny, a Free World"?*

   • *How can we best use our human and natural resources to avoid another world upheaval?*

   • *How much should a layman know about atomic energy?*

• Through improving our own citizenship we shall discover the way toward better citizenship for our children. We shall recognize that society goes forward only as children discover, develop, perfect, and utilize their talents and abilities for the betterment of all people, only as they grow freely into that mature state of *citizenship in a free world.*

• PERMANENT PLATFORM

The National Congress of Parents and Teachers believes that the following goals must be reached if every child is to have an opportunity to live a full life, satisfying to himself and useful to his community:

1. Good Homes

A good home is the basic unit of value in our social structure.

2. Sound Health

The power of the nation depends upon the health of its citizens.

3. Safety

Children need an environment free from physical hazards.

4. Equalized Educational Opportunity

The public school is an indispensable training ground for good citizenship and should provide for every child an opportunity to develop to the maximum of his capacity.

5. Conservation of Human Values and Natural Resources

The conservation of individual freedom, individual rights, and individual dignity has become increasingly important. Tolerance can be fostered at home and in school only through an earnest, zealous effort to appreciate the contributions of all social and racial groups and thereby achieve the common human culture envisioned in a democracy. Every child should be taught to have (1) a regard for this country's rich natural endowments, upon which depend our national life, culture, and existence, and (2) a general knowledge of how these resources may be best conserved and ever strengthened.

6. Vocational Adjustment

For the individual, successful vocational adjustment means satisfaction and independence, and for society, increased stability and production.

7. Constructive Leisure-Time Activities

The wholesome development of children and youth is dependent in large measure upon the constructive use of leisure time.

8. Civic Responsibility

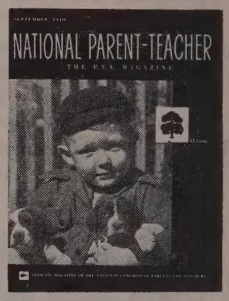
The privilege of American citizenship demands acceptance of its responsibilities.

9. Active Spiritual Faith

Religion has a fundamental place in our American tradition as a basic factor in personal and social behavior. Every child has a right to a religious faith.

Reprints of the foregoing material on the administration theme—*The Citizen Child: His Destiny, a Free World,* will be available from the National Office for 50 cents a hundred or $3 a thousand. When sending order, please be sure to send remittance in full and give your name and address in full, as well as the name of your P.T.A. Make check or money order payable to National Congress of Parents and Teachers.

This Christmas Give



-
-
-

To Your Child's Teacher

Just because Congress failed to act on federal aid for education, this doesn't mean that YOU can't do something immediately to help "equalize educational opportunities" for your child's teacher. Giving her the *National Parent-Teacher* won't solve the problems of overwork and underpay, but it will place in her hands knowledge worth thousands of dollars—scores of expertly written articles on child development, school education, and other human concerns. Throughout the school year she will receive "educational opportunities" every teacher wants and seeks.

To make your gift subscription truly personal, send the recipient an appropriate announcement of it on one of your own Christmas cards.

Fifty or More

SOON it will be time to start announcing the names of the P.T.A.'s that have 50 or more subscribers to *National Parent-Teacher: The P.T.A. Magazine.* Will yours be in the first list, to be published in the January 1950 issue of the *National Congress Bulletin?*

As soon as your association has 50 or more subscribers, send a postal card to the Magazine Office giving the following information:

1. *Number of subscriptions.*
2. *Date they were forwarded.*
3. *The name of your P.T.A.*
4. *The name of the local president.*

Whenever you increase the number, send along another postal card with the new total. Only those associations that send in the required information will be listed. The address of the Magazine Office is as follows:

National Parent-Teacher Magazine
600 South Michigan Boulevard
Chicago 5, Illinois

PARENT-TEACHER · · · 1949—50 *Legislation* PROGRAM

APPROVED BY THE BOARD OF MANAGERS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

I. POLICIES

(Amendments approved by the National Board of Managers on September 30, 1949, appear in italics.)

Local Control

In all federal child welfare legislation we recommend the inclusion of provisions that will insure maximum local control.

Federal Grants-in-Aid

In all federal grants-in-aid to states we support provisions that will place their administration in whatever regularly constituted federal, state, and local agencies are best qualified, in their respective fields, to administer them.

Education

We believe that the integrity of our free public school system should be maintained and strengthened. To that end we support the policy that any or all programs of an educational nature to be administered through the public schools should be channeled through the U.S. Office of Education and thence through the state and local departments of education, and that these programs should be administered with a maximum of local control. Any other programs operating in the schools should be integrated into the regular school curriculum and should be administered as outlined above.

Federal Aid for Education

a. We believe that it is necessary for the federal government to appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only.

b. We believe that federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring (1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum federal control; and (3) encouragement to the states to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

c. We believe that federal funds should be appropriated to give aid in the construction of *public* school buildings, after competent, approved surveys have been made. *These funds should be channeled from the U.S. Office of Education through state departments of education to the local units of administration. Moneys should be made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need. States should be encouraged to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.*

d. We believe that federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

e. We believe that federal funds should be used to provide, through the U.S. Office of Education, adequate programs of health and physical fitness for children and youth.

(Wherever a health program is administered by the health department, the school authorities will secure health services for school children with the cooperation of the health department.)

f. We believe that federal funds should be used for such programs of adult education as affect the welfare of children and youth.

Vocational Education

We recommend the increased control of vocational education by state departments of education, so that vocational and general education may be effectively integrated.

(When the first federal funds for vocational education were appropriated, boards were set up at federal and state levels that did not include school people, and the vocational program was carried on under the authority of those boards. Now that vocational education is under the U.S. Office of Education, the amount of funds appropriated for it is large in proportion to those allotted to the other services of this agency.)

Rural Security

We support the continuance of the basic principles of rural security, including supervision and guidance services to families, in whatever agency this program is put.

(We support this program because it enables families with children to borrow money for buying and equipping farm homes. Under its rules, supervision, and guidance, many families of tenant farmers or sharecroppers are made self-reliant and self-supporting home owners. Thus the program enables the children in such families to have better schooling, better food, and better health.)

Child Labor

We support such federal legislation as will give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

Health

We recommend increased public support of equalized health and health education opportunities for *all* children and youth.

We support continued federal appropri-

ations to maintain maternal and child health services and services for crippled children.

Merit System

We recommend the extension of the merit system for civil employees, both state and national.

(The interest of the National Congress in the application of the merit system lies in our desire to see child welfare services administered by people qualified to do so rather than by political appointees.)

Disposal of Surplus Materials and Supplies

We believe that unneeded educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

Recreation

We recommend increased public support for adequate community recreation services.

We encourage the support of state agencies authorized to assist local governments in setting up recreation programs.

II. ACTIVE PROGRAM

Child Labor

We support ratification by the states of the child labor amendment.

(Eight more states must ratify this amendment before it can become a law.

(Before adjournment Congress passed a measure (H.R.5856) strengthening the child labor provisions of the Fair Labor Standards Act. The chief intent of the revisions is to make evasion of the law more difficult, particularly with reference to interstate commerce; to remove certain inconsistencies in the former law, such as the section that permitted children under sixteen to work for their parents in hazardous occupations, although it protected young people sixteen years of age and older; and to clarify further provisions safeguarding the education of minors employed in agriculture by permitting such employment only outside of school hours for the district in which the child is living while so employed.

(Less desirable was the exemption from child labor provisions of "any employee engaged in the delivery of newspapers to the consumer.")

Adequate Support for Certain Federal Offices

We support adequate appropriations* for the following federal departments, offices, and agencies:

1. U.S. Office of Education (including a division of creative arts), Federal Security Agency.

(Due to an approximate increase of 30 per cent for salaries and expenses granted by the Eightieth Congress, the Office, in addition to its established services, will be able to carry out three major programs: zeal-for-democracy, science education, and health and physical fitness—all in the interest of national security.

(A number of vacancies will remain unfilled as the result of the present Congress' failure to appropriate the entire amount requested by the Office for operating expenses. Included in the total appropriation of $1,975,600 is the sum of $75,600 that will make it possible for the Office to continue to allocate surplus property donated to schools by the armed services. The third deficiency appropriation bill passed included an additional $50,000 for the same purpose.

(Under the George-Barden Vocational Education Act Congress appropriated $19,842,760 for the further expansion and development of vocational education.)

2. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture.

(Increased appropriations are needed for *research* purposes, particularly in the field of family planning.)

3. Children's Bureau, Federal Security Agency.

(For operating expenses of the Bureau and for carrying out the investigating and reporting responsibilities of the Agency, Congress appropriated $1,466,000, denying the Bureau's request for $45,864 for a five-year research program. The sum of $234,000,000 was set up for aid to dependent children, to be administered by the Children's Bureau under the public assistance program of FSA. For grants-in-aid to states for the improvement of services, Congress appropriated the full $22,000,000 authorized, including $11,000,000 for maternal and child health services, $7,500,000 for services to crippled children, and $3,500,000 for child welfare services.

(Under the President's reorganization plan, part of which was passed by Congress, the Children's Bureau was transferred to the Federal Security Agency, with the exception of the industrial division, which is retained under the Department of Labor. The Eightieth Congress transferred the law enforcement functions to the Wage-Hour Division, with an appropriation of $110,000 for child labor research.)

We support the provision of H.R.6000 (Doughton) that proposes an increase in funds for child welfare services from $3,500,000 to $7,000,000. (It would also be highly desirable if the regulations for administrative structure were liberalized to provide opportunity for the Bureau to cooperate with state agencies on a broader basis than is possible under the "single agency" clause.) This bill passed the House on October 6.

4. Federal Extension Service, U.S. Department of Agriculture.

(County home demonstration agents are paid from the funds of this service, matched by state and county funds.)

5. U.S. Public Health Service, Federal Security Agency.

(Research activities of the agency have been expanded in the field of general medicine as well as in cancer ($18,900,000 plus $6,000,000 for research contracts), heart ($10,725,000 plus $5,350,000 for contracts), and dental research. General public health grants to states will be provided from an appropriation of $14,200,000, a sum thought to be inadequate. In addition, almost $2,500,000 was made available for direct service by the agency. Under the Hospital Construction Act, Congress appropriated $75,000,000 a year for the three years ending June 30, 1949, with two more years of the program remaining. Having received state survey information showing that only about 10 per cent of the new facilities can be built under the existing act, Congress passed a measure (S.614) extending the program to June 30, 1955, and increasing the annual authorization for appropriation from $75,000,000 to $150,000,000.)

6. Food and Drug Administration, Federal Security Agency.

(The agency received a budget of $4,802,000 for administration of the Pure Food and Drug Act.)

Federal Aid for Education

1. We reaffirm our policy as expressed above in item "a." under "Policies—Federal Aid for Education." This statement reads as follows: "a. We believe that it is necessary for the federal government to appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only."

We support legislation that would provide grants-in-aid for publicly controlled, tax-supported schools; allocations to states on the basis of relative per capita income and school-age population; and provisions for a minimum foundation program to serve as a guide for equalizing educational services within the states.

2. We support legislation that would provide for the education of children on federal reservations and other federally owned property not subject to state or local taxation.

*By "adequate appropriations" we mean that we support the recommendations of the U.S. Bureau of the Budget, which investigates the requests of each department carefully every year at the time that the budgets are being recommended.

3. We recommend that the education of Indian children be administered through state departments of education and that adequate federal appropriations be given to furnish educational opportunities equal to those of other American children.

4. We urge the United States government to take steps to facilitate the rehabilitation of Hawaiian schools by releasing necessary building materials.

Health

We support legislation to assist the states in the development and maintenance of local health units as provided in S.522 and H.R.5865, the Local Public Health Units Act of 1949 (H.R.5865 now supersedes H.R.267 and H.R.785).

(These bills, which are almost identical, provide for the development and maintenance of local health units organized to provide basic full-time public health services and to assist the states in the training of personnel for local health work. Allotment of funds is to be made on the basis of population and the financial need of the states to provide basic health services for all persons within the state. The basic health services necessary for the well-being of every community are control of communicable disease, environmental and food sanitation, health education, collection and analysis of vital statistics, public health laboratory services, and maternal and child health services. See March 1949 *National Congress Bulletin*, page 4.

(S.522 was passed unanimously by the Senate on August 27.)

International Relations

We support S.311 and H.R.4567, bills designed to liberalize the Displaced Persons Act of 1948.

(After passing H.R.4567, the House proposed a committee to study the whole problem of displaced persons and recommend legislation to fit the need, this committee to report in March 1950. The Senate returned the bill to the Judiciary Committee with instructions to report it back to the Senate by January 25, 1950.)

Juvenile Protection

We support legislation to reduce juvenile delinquency by providing, through the use of federal funds, for the care and prompt return home of runaway, transient, or vagrant children going from one state to another without proper legal consent.

Accordingly we support the provision of Title III, Part 3, of H.R.6000 (Social Security Act amendments) that authorizes the expenditure of Children's Bureau child welfare services funds for the purpose of returning to their homes runaway children not over fifteen years of age who have crossed state boundaries.

Library Service

We support S.130 and H.R.874 and H.R.1411, identical bills, which provide for the use of federal funds to demonstrate public library service to people now without it or inadequately served.

National Defense

We believe that in this period of international tension, as we work diligently for permanent peace, our nation should maintain a military force capable of going into action in defense of the nation or in fulfillment of our international commitments. We urge a broad program of scientific development and technological application, a coordinated intelligence service, a strong, up-to-the-minute air force, a strong navy, and an adequate army composed of thoroughly trained, fully equipped men. We urge these rather than universal military training.

Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers. Accordingly we oppose H.R.2945, which does not provide such special rates.

(A Senate bill, S.1103, which was similar to H.R.2945, has been amended in committee to continue the desired special rates.)

School Lunch

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

(An appropriation of $83,500,000 was made by the Eightieth Congress for the fiscal year 1949–50.)

Social Security

We support extension of the benefits of social security to the employees of such nonprofit organizations as the National Congress of Parents and Teachers, as provided in H.R.6000 (Doughton).

Alcoholic Beverages

We support legislation to prohibit paid advertising of alcoholic beverages as provided in H.R.2428, which is the same as the Capper bill of the Eightieth Congress.

(This is to prohibit the transportation in interstate commerce of advertisements of alcoholic beverages or the broadcasting by means of any radio station of any advertisements of alcoholic beverages. Since the power over interstate commerce is vested in the federal government, states where the sale of alcoholic beverages is illegal are powerless to prevent these practices or to regulate them by state law.)

III. INACTIVE PROGRAM

Measures for Which No Legislation Is Pending at Present

1. We support measures to abolish the compulsory block-booking and blind selling of motion picture films.

2. We support the general trend toward grade labeling of products, and we oppose the practice of selling products by grades if they cannot be packed by grades.

3. We support a bill similar to S.1670 of the Seventy-eighth Congress providing appropriations for the extension divisions of state universities and land-grant colleges.

4. We oppose the legalizing of a national lottery.

IV. RECOMMENDATIONS FOR STATE CONGRESSES

Laws Governing the Adoption and Guardianship of Minors

Because of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship, as revealed in survey reports submitted by the state congresses of forty-three states, the Board of Managers of the National Congress at its meeting held in September 1942 recommended that the legislation committee of each state congress appoint a special subcommittee to find out whether or not the state laws contain the following provisions:

1. Prevention of indiscriminate placing of children.

2. Establishment of a trial period before entering the order of adoption.

3. Mandatory investigation, by trained workers, of the adoptability of the child before his final transfer into an adopting home.

4. Mandatory investigation, by trained workers, of the propriety of the adopting home.

5. Action to make available to the court in all cases, and to the attorneys in contesting cases, the report and recommendations of the investigating social agency.

6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption.

7. Prevention of the indiscriminate advertising of children for adoption.

The Board further recommended to the state congresses that: (1) if any one of the aforementioned provisions is lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (2) when new state laws are to be drafted, specialists in this field be consulted (refer to the Children's Bureau, Federal Security Agency); and (3) the promotion of activities to improve laws covering adoption and guardianship be made a nation-wide parent-teacher project.

Child Labor Laws

During the war more than half the states passed laws or issued administrative orders whereby standards affecting child labor and school attendance were relaxed. In view of this fact the Board of Managers urges state congresses to work for the repeal of these measures as they affect the employment of minors under eighteen.

Keeping Children Out of Jails

Aroused by the fact that thousands of children throughout the United States are arrested each year and held—many for insufficient reason—under brutalizing conditions in county and city jails, the Board of Managers urges each state congress, through its local units, to:

1. Find out definitely whether children are held in jails while awaiting court hearing or transfer to other institutions.

(If they *are* so held, write to James V. Bennett, director of Bureau of Prisons, Department of Justice, Washington, D. C., for the rating of county or city jail under consideration, and ask for a free copy of the leaflet *The Jail Problem*, which gives detailed instructions on how to inspect a jail.)

2. Make an inspection of the jail. It is important that the visit be unannounced and that juvenile quarters be thoroughly examined. If the inspection reveals unsatisfactory conditions, publicize them through press, radio, public meetings, and the like.

3. Report findings to the penal committee of the state legislature, requesting that a bill to prohibit putting children in jails be framed and passed at the earliest session of the legislature.

4. Bring continuous pressure to bear until satisfactory laws to this end are passed.

5. Follow up with periodic inspections of jails and continued publicity to make sure that laws are observed.

Correlating Efforts for Child Welfare Legislation

To facilitate and correlate efforts to effect legislation for child welfare within the states, the Board of Managers recommends that state congresses work for the establishment of an official and appropriate state commission or council representative of official state agencies and state organizations concerned with the welfare of children and youth.

Laws Governing Traffic Safety

At its meeting in Denver on May 23, 1946, the Board of Managers added three sections to the recommendations to state congresses. These were as follows:

Because of the serious rise in the number of highway traffic accidents following the increase in traffic since the war's end, the Board of Managers recommends that each state congress work for:

1. Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically and morally fitted to drive and fully aware of his responsibility to the public as the operator of a motor car.

2. Enactment of modern, comprehensive, and uniform traffic laws and ordinances.

3. Universal requirement that all owners of motor vehicles carry such liability or property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Fire Prevention

Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in putting into effect these recommendations of the President's Conference on Fire Prevention:

1. Study of existing building codes.

2. Strengthening of state-wide fire prevention laws.

ARTICLES SCHEDULED FOR PUBLICATION IN NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

- **For Parents of Preschool Children**
  - *The Parent and the Pediatrician*
  - *Does Punishment Pay?*
  - *Handling Anxiety and Hostility*
  - *Responsibility—Little Today, Bigger Tomorrow*
  - *Why Not Enjoy Your Children?*
- **For Parents of School-Age Children**
  - *Learning To Like the Best*
  - *Sex Education, Continued*
  - *Citizenship—A Double Duty*
  - *The Measure of Responsibility*
  - *How Much Do Manners Mean?*
- **For Parents of Adolescents**
  - *What Kind of Success for Our Children?*
  - *Sharing Is Self-fulfillment*
  - *The Open Mind in a Changing World*
  - *What Do Psychological Tests Really Tell?*
  - *Evaluating Sex Education*
- **For All Parents and Teachers**
  - *Hostility and Guilt: Companions of Fear*
  - *The Conditions of Unnatural Fear*
  - *Certain Crisis Points of Life*
  - *The Fears That Scar Our Society*
  - *When Fear Pretends To Be Strength*
  - *When Fear Pretends To Be Love*
  - *Where Love Casts Out Fear*